

(Approved August 21, 2003)

**BOARD OF BEHAVIORAL SCIENCES  
FULL BOARD  
MEETING MINUTES**

**APRIL 24, 2003**

**CROWNE PLAZA  
282 ALMADEN BLVD  
SAN JOSE, CA**

**MEMBERS PRESENT**

Karen Pines, MFT Member, Board Chair  
Mark Burdick, LEP Member, Vice Chair  
Robert Gerst, Public Member  
Catherine Kay, Public Member  
Peter Manoleas, LCSW Member  
Roberto Quiroz, Public Member  
Howard Stein, Public Member  
Susan Ulevitch, LCSW Member

**MEMBERS ABSENT**

Glynis Morrow, Public Member  
Jane Nathanson, MFT Member

**STAFF PRESENT**

Sherry Mehl, Executive Officer  
Anita Scuri, Legal Counsel  
Kristy Schieldge, Legal Counsel  
Julie McAuliffe, Administrative Analyst

**GUEST LIST ON FILE**

The meeting was called to order at approximately 11:40 a.m.

**1. CALL TO ORDER AND ESTABLISHMENT OF QUORUM**

Ms. McAuliffe called the roll and a quorum was established.

**2. PRESENTATION FROM THE OFFICE OF EXAMINATION RESOURCES ON THE  
OCCUPATIONAL ANALYSES FOR MARRIAGE AND FAMILY THERAPY, LICENSED  
EDUCATIONAL PSYCHOLOGY, AND LICENSED CLINICAL SOCIAL WORK**

Ms. Mehl introduced Tracy Ferrel from the Office of Examination Resources (OER). Ms. Ferrel provided the Board with an overview of OER and explained that the office is an entity within the Department of Consumer Affairs (DCA) that provides examination related services to DCA boards and bureaus and works with regulatory agencies to establish and maintain quality licensure examinations, including standards for minimum competency for licensure.

Ms. Ferrel explained that the objectives of the Board and OER are to develop fair, valid, and legally defensible examinations that reflect current practice, implement examination plans based on an occupational analysis, and ensure fair and objective examination processes. Successful accomplishment of these objectives requires the commitment and collaboration from Board staff, licensed subject matter experts, and OER staff. Contributions from the Board include identifying projects as part of its mission, ensuring sufficient funding for the projects, providing an open dialogue with licensees, and coordinating efforts with OER and technical expertise. Licensee's contributions include providing active participation in workshops as subject matter experts, providing open dialogue and feedback to the Board and OER, and providing commitment to improving their respective profession. OER's contributions include providing technical oversight for all phases of the occupational analysis and examination development, maintaining item banks and examination statistics related to item performance, and providing reports and updates as needed to the Board.

Ms. Ferrel went on to explain the legal, professional, and technical standards required for examinations. These include specific statutes, federal guidelines, civil rights acts, and the standards for educational and psychological testing.

Ms. Ferrel then detailed the steps involved in an occupational analysis. She explained that an occupational analysis is an empirical study of practice whose purpose is to define the profession in terms of the actual tasks that new licensees must be able to perform at the time of licensure. The focus is to identify the critical competencies new licensees are required to perform safely and competently in order to protect the public and to ensure that the competencies reflect professional situations commonly encountered by entry-level practitioners.

The steps involved in the process include conducting background research, conducting job interviews and site visits, integrating research and interview data to develop task/knowledge statements, using subject matter experts in a workshop format to review task/knowledge statements, creating a questionnaire to obtain licensee demographic information and ratings of task/knowledge statements, piloting the questionnaire for evaluative feedback, distributing the final questionnaire based on a stratified sampling plan, receiving and inputting the data from the questionnaires, analyzing the data, utilizing subject matter experts to review results and data analysis in a workshop format, and preparing a report documenting the steps and results.

Ms. Ferrel stated that the Marriage and Family Therapist occupational analysis was completed in October 2002, the Licensed Educational Psychologist occupational analysis is expected to be completed in June 2003, and the Licensed Clinical Social Worker occupational analysis is expected to be completed in June 2004.

Ms. Ferrel explained that the cycle of examination development is continuous and includes the occupational analysis, the examination outline, item development, and item revision.

She went on to explain that the description of practice defines practice in terms of the actual activities performed, forms a basis for licensing examinations that are fair, valid, and legally defensible, and provides a foundation for developing legislation and policies that affect regulation and educational standards. Further, the examination outline is based on the description of practice, specifies practice areas from which examination items will be developed, and provides a link between practice areas and examination content.

In conclusion, Ms. Ferrel explained the workshops involved in examination development. She explained that licensed subject matter experts develop new items based on content areas defined in the examination plan, review items based on performance in previous examinations and relevancy to current practice, identify the best items based on specific criteria, and develop the examination from a pool of best items. Additionally, a subject matter expert's role includes determining if an item reflects the knowledge an entry level practitioner needs to perform a specific task, if the situations, job duties, or tasks are performed by entry level practitioners, and if the concept is relevant to current practice and in accordance with the standards of the profession.

Mr. Manoleas queried Ms. Ferrell about the possibility of over sampling certain sectors of licensees in an effort to address diversity disparities in the occupational analysis.

Ms. Pines thanked Ms. Ferrel for her insightful presentation.

The meeting adjourned at approximately 12:26 p.m.